

## **BLenheim ELEMENTARY/MIDDLE**

P.O. Box 8  
Blenheim, South Carolina 29516

**GRADES** PK-8 Elementary School

**ENROLLMENT** 376 Students

**PRINCIPAL** Fred Thomas 843-528-3262

**SUPERINTENDENT** Dr. David A. Sherbine 843-479-4016

**BOARD CHAIR** Mr. Ronald B. Henegan 843-479-7838

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

**BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	17	61	24	2

#### **IMPROVEMENT RATING:**

**UNSATISFACTORY**

#### **ADEQUATE YEARLY PROGRESS:**

**NO**

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Below Average	N/A
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Unsatisfactory	No

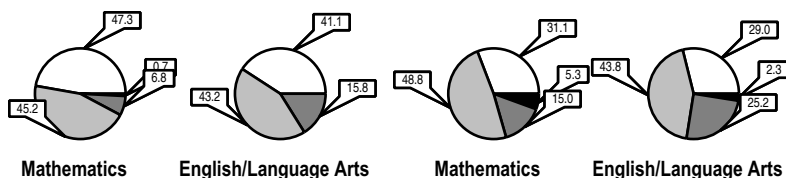
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

77.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	250	91.2	38.1	45.6	16.3	0.0	24.7	Yes	Yes
Gender									
Male	122	90.2	46.8	45.0	8.3	0.0	13.8		
Female	128	92.2	29.2	46.2	24.5	0.0	35.8		
Racial/Ethnic Group									
White	134	90.3	31.3	48.7	20.0	0.0	27.0	Yes	No
African-American	110	93.6	45.8	42.7	11.5	0.0	21.9	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	218	98.2	37.8	45.8	16.4	0.0	25.4		
Disabled	32	43.8	42.9	42.9	14.3	0.0	14.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	250	91.2	38.1	45.6	16.3	0.0	24.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	250	91.2	38.1	45.6	16.3	0.0	24.7		
Socio-Economic Status									
Subsidized meals	205	90.2	42.8	42.2	15.0	0.0	22.0	Yes	No
Full-pay meals	45	95.6	19.0	59.5	21.4	0.0	35.7		

Mathematics - State Performance Objective = 15.5%									
All Students	250	91.6	41.2	45.4	11.6	1.9	25.5	Yes	Yes
Gender									
Male	122	91.0	40.9	46.4	11.8	0.9	27.3		
Female	128	92.2	41.5	44.3	11.3	2.8	23.6		
Racial/Ethnic Group									
White	134	91.0	38.8	47.4	11.2	2.6	26.7	Yes	Yes
African-American	110	93.6	43.8	43.8	11.5	1.0	22.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	218	98.6	40.1	45.5	12.4	2.0	27.2		
Disabled	32	43.8	57.1	42.9	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	250	91.6	41.2	45.4	11.6	1.9	25.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	250	91.6	41.2	45.4	11.6	1.9	25.5		
Socio-Economic Status									
Subsidized meals	205	90.2	45.7	40.5	12.1	1.7	22.0	Yes	No
Full-pay meals	45	97.8	23.3	65.1	9.3	2.3	39.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	47	100.0	34.8	32.6	32.6	N/A	32.6
	Grade 4	56	98.2	50.0	33.3	16.7	N/A	16.7
	Grade 5	56	100.0	47.1	43.1	9.8	N/A	9.8
	Grade 6	32	100.0	55.6	29.6	14.8	N/A	14.8
	Grade 7	24	100.0	52.4	42.9	4.8	N/A	4.8
	Grade 8	38	97.4	76.5	20.6	2.9	N/A	2.9
<b>2004</b>	Grade 3	46	95.7	29.5	45.5	25.0	N/A	25.0
	Grade 4	46	93.5	38.1	47.6	14.3	N/A	14.3
	Grade 5	59	91.5	41.5	45.3	13.2	N/A	13.2
	Grade 6	51	84.3	35.7	42.9	21.4	N/A	21.4
	Grade 7	26	92.3	40.9	54.5	4.5	N/A	4.5
	Grade 8	22	90.9	45.0	45.0	10.0	N/A	10.0
<b>Mathematics</b>								
<b>2003</b>	Grade 3	47	100.0	30.4	67.4	2.2	N/A	2.2
	Grade 4	56	100.0	45.5	49.1	3.6	1.8	5.5
	Grade 5	56	100.0	49.0	43.1	7.8	N/A	7.8
	Grade 6	32	100.0	40.7	40.7	11.1	7.4	18.5
	Grade 7	24	95.8	38.1	52.4	9.5	N/A	9.5
	Grade 8	38	100.0	60.0	31.4	5.7	2.9	8.6
<b>2004</b>	Grade 3	46	95.7	25.0	63.6	11.4	N/A	11.4
	Grade 4	46	95.7	32.6	58.1	9.3	N/A	9.3
	Grade 5	59	91.5	66.0	28.3	3.8	1.9	5.7
	Grade 6	51	84.3	33.3	35.7	26.2	4.8	31.0
	Grade 7	26	92.3	36.4	40.9	18.2	4.5	22.7
	Grade 8	22	90.9	40.0	60.0	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 376)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.7%	Up from 3.9%	3.6%	2.7%
Attendance rate	95.4%	Up from 94.5%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.3%		7.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.9%		5.3%	3.5%
Eligible for gifted and talented	10.5%	Up from 5.3%	7.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.7%	Up from 1.5%	8.8%	8.2%
Older than usual for grade	3.5%	Down from 4.2%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 4.0%	0.0%	0.0%

Teachers (n= 28)				
Teachers with advanced degrees	57.1%	Down from 75.0%	47.5%	51.4%
Continuing contract teachers	78.6%	Down from 95.8%	82.6%	87.5%
Highly qualified teachers**	76.5%	N/A	94.4%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	86.6%	Down from 86.8%	84.9%	86.7%
Teacher attendance rate	95.0%	Up from 94.3%	94.8%	94.9%
Average teacher salary	\$39,329	Down 1.5%	\$39,918	\$40,760
Prof. development days/teacher	15.6 days	Down from 16.7 days	13.1 days	12.4 days

School				
Principal's years at school	1.0	Down from 1.5	4.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 21.1 to 1	17.5 to 1	18.9 to 1
Prime instructional time	86.4%	Up from 85.2%	89.6%	90.0%
Dollars spent per pupil*	\$5,825	Up 2.2%	\$6,453	\$6,044
Percent of expenditures for teacher salaries*	62.0%	Down from 65.7%	64.9%	65.9%
Opportunities in the arts	Poor	Down from Good	Good	Good
Parents attending conferences	91.9%	Up from 65.1%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	85.9%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Blenheim Elementary/Middle School, hereafter referred to as BEMS, housed 416 students in grades Pre-Kindergarten through 8 during the 2003-2004 school year. There were 20 heterogeneous homerooms in this span. The school is located in a rural, close-knit community with positive and supportive parents, especially in the primary grades. Business partnerships increased by 22% during the 2003-2004 school year and were instrumental in securing books (classroom sets) for both buildings at BEMS.

The major academic focus during the year was the teaching of the South Carolina Academic Standards at all grade levels. The America's Choice Design was implemented to improve student academic performance, to understand the implications of focused teaching for classroom practice and classroom organization. The Early Reading First: PIRDE Project was implemented to prevent future reading difficulties in targeted high-risk three and four year old before they happen.

PACT data showed random improvements and decreases in English/language arts and math in grades 3-6. A major decline was shown in the PACT data for grades 7-8. This resulted in an unsatisfactory rating for the middle school grades. As a result, the State Department of Education sent an external review team to review all aspects of the middle school area and make recommendations for improvement. Part of these recommendations included providing teacher specialists on-site in the areas of science, English/language arts, and math. These individuals will be providing valuable assistance to faculty members, which hopefully will increase student achievement. In addition, a curriculum specialist will be in place to help focus the entire middle school curriculum on improving PACT scores.

Expectations remain high for academic achievement, improvement in test scores, development of a caring and cohesive faculty, and improved parental support. This can only be accomplished by involving everyone in the school improvement process. Students will benefit from teachers who have positive attitudes, great work ethics, are team players, and are willing to put in the time and effort to make sure that children are successful in their classroom.

The staff and administration will work together as a team to meet the total needs of all children by taking the responsibility of developing the children of today into the leaders of tomorrow.

Mr. Fred Thomas, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	23	57	24
Percent satisfied with learning environment	90.9%	86.8%	66.7%
Percent satisfied with social and physical environment	76.2%	83.9%	62.5%
Percent satisfied with home-school relations	65.2%	76.8%	62.5%

\*Only students at the highest elementary school grade level at this school and their parents were included.